

Unit Planning Guide: Grade 8 Unit 2 of 8

Unit Title: Look Who's Talking Two, Too, To	Pacing (Duration of Unit): weeks 6-10
Grade: 8	Buffer Day(s): 3-5 days

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Communicate ideas effectively in writing to suit a particular audience and purpose

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

- **RL 8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.**
- **RI 8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.**
- **W.8.2 a-f Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
 - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.**
 - b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.**
 - c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.**

WiDA Standards (ELL)

WIDA for English Language Learners
 Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting
 Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Supporting Standards:

- SL 8.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind the presentation.
- SL 8.1c Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- SL 8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- L 8.2a,b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
 - b. Use an ellipsis to indicate an omission.

To be completed in collaboration with
the ELL Department

Meaning (*Mostly assessed through Performance Tasks/Assessments)

Big Ideas: (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- How does a thorough examination of a topic form our writing?
- How do authors create memorable characters?
- How do authors move the plot and story forward?
- How does dialogue and plot provoke a character's decisions?

Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- How do authors create a character?
- How do writers develop an idea?

Acquisition (*Mostly assessed through traditional summative assessments)

Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know ...

- Lines of dialogue
- Incidents
- Actions
- Character
- Decisions
- Central idea
- Supporting idea
- Summary
- Informative/explanatory text
- Facts, definitions, details
- Quotations
- Transitions
- Topics
- Ideas

Skills: The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

Students will be skilled at:

- Analyzing lines of dialogue or incidents in a story or drama
- Determining central idea of a text in order to write a summary
- Writing informative or explanatory text
- Introducing and developing ideas in writing
- Clarifying the relationships among ideas
- Informing using precise language and domain-specific vocabulary
- Establishing and maintaining a formal style of writing
- Organizing ideas, concepts and information into broader categories

- Concepts
- Information
- Vocabulary

Academic vocabulary: motives

Strongly suggested anchor text: “Medicine Bag” by Virginia “Driving Hawk Sneve